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*The Festival Book: May Day Past-Time and the May Pole.* By JENNETTE E. LINCOLN. New York: A. S. Barnes & Co., 1912. Pp. xiii+74. \$1.50.

It is to be regretted that Miss Lincoln and her publishers have selected such a misleading main title for this volume. As the subtitle shows, the work does not pretend to discuss the general subject of festivals, to deal with all the festivals of the year, or even to touch upon all the phases of the one particular festival selected for discussion. This volume is merely an extension of Miss Lincoln's former book entitled *May Pole Possibilities*, and, like that volume, is to be classed among those helpful collections of suggestions for drills and dances in the open air, which fortunately are becoming more numerous. This volume will be welcomed by many institutions which are joining in the strong movement for outdoor spring celebrations. The six chapters deal respectively with "Early May Day Customs"—a helpful though rather hodge-podge compilation from not generally accessible texts; "A Successful May Day Pageant"; "May Pole Dances with the Use of Streamers"; "May Pole Revels"; "Selected National Folk Dances Adapted for May Pole Festivals"; and "Accessories for May Day Pageantry." The musical selections given hardly justify the introductory descriptive word "inspiring." A number of the really excellent old English May Pole songs and dances might easily have been included.

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*The Present Teaching of Mathematics in Germany.* By DAVID EUGENE SMITH, with the Co-operation of Various Graduate Students. (*Teachers College Record*, March, 1912.) New York: Columbia University, 1912. Pp. 124. \$0.30.

The *Teachers College Record* is well known to the professional part of the teaching public. The particular issue in question undertakes to give a bird's-eye view of the present situation as regards the teaching of mathematics in Germany. It contains sixteen chapters, the first being an introduction entitled "German vs. American Conditions" by David Eugene Smith. The rest are synoptical presentations of reports on various phases of mathematics in secondary schools of Germany. The second chapter considers the evolution of the reform in Germany. The next seven chapters deal with the secondary schools of the most significant kingdoms of the German empire. The ninth chapter is on mathematics in German technical schools; the twelfth makes a study of commercial problems in higher schools of Germany. The thirteenth is on mathematics in the textbooks of physics; the fourteenth on governmental examinations in South German states; the fifteenth is on descriptive geometry in the *real* schools, and the sixteenth is a résumé of